# PORTFOLIO ASSESSMENT GUIDE for

# ECDPT-150: Observation & Assessment

**What is a Portfolio**:

A Portfolio is a formal means of requesting assessment of your prior work/life experience from which you have developed sufficient college-level learning to earn credit for a specific class.

**Purpose of this Guide**:

This document is intended for student self-assessment purposes only. Review it carefully to determine if you are ready to write and submit a Portfolio for the course indicated above. Your self-assessment is not a guarantee that you will be awarded credit for the course. Faculty with expertise in the subject matter will evaluate whether your Portfolio provides sufficient evidence that you have demonstrated appropriate college-level mastery of the course content through experiential learning.

# General Guidelines:

* All work must be word-processed, except for documentation provided.
* Written portions should demonstrate college-level writing skills, including appropriate citations for any quoted or paraphrased material from other sources.
* Use the provided template, located on **page 3** of the guide, to format the portfolio appropriately.
* Your Portfolio will not be returned. Make copies of the contents before you submit. You may include clear copies of documentation and keep the originals.
* Submit your completed Portfolio, along with the approved Course Portfolio Assessment Form, to the Adult Learning Programs Office.

# Determination of Portfolio Assessment Outcome:

You will need to do the following to be awarded credit through Portfolio Assessment for this course:

* Provide all required documentation as listed within the template to support the Learning Outcomes.
* Possibly participate in an interview with the Portfolio evaluator.
* Submit an essay with indicated examples, to support each of the listed Learning Outcomes. Label each submission, **Learning Outcome 1, Learning Outcome 2,** etc. You must earn a 3 or higher for each of the four Learning Objectives below.
* When evaluated, students must demonstrate experience or proficiency in >=70% to earn credit in the course.

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| 1Does not MeetExpectations | Evidence demonstrates very low level of mastery of this outcome. The evidence is unconvincing, incomplete, very inadequate, contains many inaccuracies, and/or is marked by major conceptual problems. |
| 2Needs Improvement | Evidence demonstrates inadequate mastery of this outcome. Although some aspects of the work may be acceptable, too much of the evidence is unconvincing, incomplete, inadequate, contains multiple inaccuracies,and/or demonstrates major conceptual problems. |
| 3Adequately MeetsExpectations | Evidence demonstrates adequate mastery of this outcome. Although it is not perfect, the work is fairly complete, accurate, and free of major conceptual problems. |
| 4Exceeds Expectations | Evidence demonstrates sophisticated mastery of this outcome. Work is complete, accurate, and free of conceptual problems. |

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| ECDPT-150: Portfolio Assessment Scoring Rubric |
| Learning Outcomes | Score |
| **Learning Outcome 1**Describe the significance of “authentic assessment” and why it is the most appropriate type of assessment for young children.* Evidence: Provide an example of a child portfolio you have created and describe how portfolios are a valid, reliable, and developmentally appropriate way of assessing children’s strengths, progress, and needs.
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| **Learning Outcome 2: Observation Documentation Evidence**Demonstrate the ability to objectively document children’s skills and abilities. * Evidence: Provide at least one example of objectively written anecdotal recordings for a child in all domains of development: Physical skills, cognitive skills (math and science), social skills, emotional skills, language/literacy skills, and self-help skills.

Demonstrate the ability to use a variety of observation tools. * Evidence: Provide examples of your use of checklists, time-samples, running records, frequency counts, rating scales, and work samples.
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| **Learning Outcome 3: Demonstrated use of Documentation for Curriculum Planning to Extend Learning*** Evidence: Provide an example of how you use observation and assessment of children’s skills to intentionally create learning opportunities for the group as well as for individual children based on assessments.
* Evidence: Provide an example of how you identify children’s growing skills and how you use it in curriculum planning to extend their learning in the early childhood classroom.
	+ Evidence would include an example of a weekly/monthly lesson plan you have created that ties assessment of children’s growing skills to appropriate learning opportunities.
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| **Learning Outcome 4: Communication with Families*** Describe how to establish regular and meaningful two-way communication between home and school related to a child’s development and growing skills.
	+ Evidence: Provide an example of a Progress Report you would share with a family that includes the child’s strengths, areas of development, and educational plan to facilitate development in all domains of development.
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| **Trainings, formal education, and experience will also be considered as support for meeting these learning outcomes. Any documentation for training hours/education must be specific to Observation, Documentation, and Assessment.**  |  |
| Total Score |  |



CREDIT FOR PRIOR LEARNING PORTFOLIO

ECDPT-150: Observation & Assessment

[DATE]

BY

[YOUR NAME]

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Statement of Academic Honesty

The material contained in this Portfolio honestly and accurately reflects my life, learning, and work experience. I understand that the penalty for falsifying any information or documentation will result in an award of no credit for the Portfolio with no resubmission allowed and may result in other sanctions as described in the Student Code of Conduct.

Print Name LCSC ID Number

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Signature Date

Course Description

ECDPT-150: Observation and Assessment

Students gain skills in using various methods of recording observations and reviewing child development leading toward developmentally appropriate and intentional teaching practices. Students collect and use information at their field placement site in order to strengthen their skills in developing curriculum and methods for teaching young children.

Learning Outcomes

This course addresses NAEYC standards by providing opportunities for students to:

1. Design, implement, and evaluate a variety of developmentally appropriate, evidence-based learning opportunities and strategies for working with young children. (NAEYC Standard: 4c and 5c)
2. Use knowledge of development to create healthy, respectful, supportive, and challenging learning environments that support each child. (NAEYC Standard: 1c)
3. Demonstrate developmentally appropriate, evidence-based guidance interactions to use with young children. (NAEYC Standard: 4c)
4. Practice a variety of assessment techniques in partnership with families and other professionals. (NAEYC Standards: 3b, 3c, and 3d)
5. Demonstrate professional skills: collaboration, problem solving, commitment to NAEYC Code of Ethics, ability to follow policies, and dispositions of effective teachers including sensitivity to culture, language, and ability. (NAEYC Standard: 6b)
	1. Practice appropriate communication skills with peers, staff, families, and children. (NAEYC Standard: 2b)
	2. Practice self-reflection as a tool to improve teaching and interactions with each child and family. (NAEYC Standard: 6c and 4d)
6. Students will be able to name and use a variety of methods and tools for observation, documentation, and assessment for children and programs (class list logs, anecdotal recordings, checklists, running records, frequency counts, time samples, rating scales, work samples, technology, documentation boards, and the Idaho Early Learning Guidelines)
7. Demonstrate the ability to use child observation, documentation, and assessment to set goals for children, communicate with families, and how to use this information in classroom curriculum.

Educational Goals

**Goals, Motivation, and Time Frame**

What are your goals? What are the reasons (professional and personal) you are pursuing your goals? What is a realistic time frame for completing your education?

**Prior Learning to Goals**

How will the prior learning credit you are requesting fit into your future educational and career goals?

Chronological Resume

Include a chronological resume that will support your request for prior learning. List all jobs held, including volunteer work, as they relate to the course that you are trying to receive credit. List duties, skills and expertise used in performing job tasks. When possible, use language similar to that used in the Learning Outcomes for the course.

Examples of Experience:

* Employment, Work Experience
* Workshops, Webinars, Training, Seminars, Professional Development
* Volunteer Activities, Community Service, Committees, Groups
* Military Experience, Occupations, Training
* Licenses, Certificates, Industry Credentials
* Non-credit Courses
* Publications

Learning and Experience Autobiography

The autobiography will serve as an introduction to the evaluator and help them understand the context of your learning for the particular course you are requesting. It is a complete picture of you and your experiences as it relates to the course for which you are creating this portfolio. Relate the relevant experiences to the course in a general explanation (Specifics will be included in the Acquired Learning and Knowledge Narrative). Demonstrate why you have selected this particular course and detail your work and life experiences using your resume as a guide.

This should be two+ pages and summarize the significant learning experiences in your life and describe how your experiences will validate your knowledge of the course content and meet the course outcomes being petitioned for credit.

Acquired Learning and Knowledge Narrative

The narrative is a detailed explanation of how your activities and the resulting competencies were achieved. This is to complement your resume and autobiography. Be sure to link your accomplishments to the course learning outcomes. This will be similar to your autobiography but will detail your chronological work and life experience history while focusing on the things you have already learned through training and experiences, as it relates to your target course.

Note that a key goal of this section is the learning process itself as you reflect on how your experience relates to key concepts within the learning outcomes in the target course. Clearly focus on the learning objectives (what you know and can do) rather than the experience.

For each experience indicated within the Portfolio, the student must:

* Label each heading, Learning Outcome 1, Learning Outcome 2, etc.
* Include the experience; time spent in activity; description of duties and activities.
* Describe the learning and how it relates to the Learning Outcomes for the course.
* Describe how the learning was acquired.
* Provide documentation as evidence of the experience in relation to the course learning outcomes, and as an indication of the level and appropriateness of content.
* Describe how this experience has influenced and impacted other areas of your life.

This will be 2+ pages in length. Make sure it is clear, concise, and free of errors in sentence structure, grammar, and spelling. It needs to demonstrate college-level writing and critical thinking.

Bibliography

**This is not required.** The bibliography will include any reading done on the course subject. If you have studied manuals or used other texts to gain your prior learning, include them here. References should be cited in American Psychological Association (APA) style, but your instructor may suggest another format.

Documentation

Each of your experiences and competencies will require verification (evidence). This evidence can take several forms:

* Completion of training programs, workshops, seminars, etc., may be verified through:
	+ Certificates
	+ Personnel records
* Performance reviews showing competencies
* Job descriptions
* Transcripts
* Samples of work
* A videotape of your speech, theatre work, or music recital
* Licenses
* Honors or Awards
* Samples of your painting, drawing, photography, or ceramics for a studio art course
* Certificates of attendance
* Letters of verification listing proven competencies from instructors or employers
* Products designed or created by you
* Military records

Each piece of documentation for a workshop or training program must be accompanied by a description page of content for each workshop, training program, or seminar and must show how the evidence relates to the course learning outcomes.